

Education and employment*

Abdurrahman İlğan¹

Abstract

It is possible to state that the relationship between education and employment has an important function in preparing young people for work and the future. Raising young people with the knowledge and skills of the twenty-first century has a very important function for the efficient ventilation of economic elements. The difficulty of development costs as countries lacks efficient and productive workforce. Human training environments with the characteristics of the higher education system have an important function. World countries with scarce resources have to use their budgets for higher education efficiently, legally, and ethically. The issues arising from these, the relationship between education and employment, the effect of education on employment and production efficiency, the placement of employment and productivity rates of Turkish higher education enterprises in universities in education centers, how the university budget can be used effectively and efficiently, teacher training and productive employees were discussed. Recommendations for policymakers are also presented.

Keywords: Education and employment, teacher appointment, teacher employment, university quota

Cite: Letter to the Editor= İlğan, A. (2022). Education and employment. *Journal of Innovative Research in Teacher Education*, 3(3), 363-367. <https://doi.org/10.29329/jirte.2022.479.7>

*Ethics committee approval is not required as this paper is a theoretical study

¹Izmir Demokrasi University Faculty of Education Department of Educational Sciences, Turkey, abdurrahman.ilgan@idu.edu.tr

INTRODUCTION

Education is a phenomenon that starts with the birth of human beings and continues uninterruptedly in formal and informal ways and is almost equivalent to the life cycle. Although education has a history equivalent to the history of humanity, the need for formal education is increasing day by day. Until the first industrial revolution, which started in England in the second half of the 18th century and then spread to Europe, formal education was mainly given to children from the elite and noble classes (Akyüz, 2021). However, after the industrial revolution, mass and mass production workshops and factories needed qualified manpower, and thanks to the progress in the economy, formal education became massive, so the children of average citizens had the opportunity to receive education in formal education institutions. Education, although the discovery of the latent talents that people are born with and by exposing individuals to quality experiences on the genetic heritage of the individual; In addition to being the main agent of improving cognitive, emotional, moral, language, and motor development areas, it also has a fundamental mission of equipping it with the knowledge and skills required by the modern world and preparing it for employment areas. Ultimately, in today's postmodern world, it is difficult for individuals who do not have any professional knowledge and skills that society needs to have a place in society and to make a permanent profit. In this context, the expectations of the labor market regarding educational organizations are increasing day by day in today's world. In this study, settlement in the higher education system in Turkey in general, teacher training and employment policies in particular, and education-employment relations were discussed, and policy recommendations were made regarding this.

In the national education system, higher education (Higher Education Law, 1981) defined as the whole of education and training at every level, based on secondary education, covering at least four semesters, is an important education level and its cost is higher compared to lower education levels. Especially, higher education institutions, which provide education at the undergraduate level for a minimum of four years, have an extremely important function in raising the qualified manpower needed for the development of the country. A reasonable budget (Akcigit et al., 2022) and qualified inputs are needed to carry out scientific research, carry out research and development activities, contribute to the development of society, and effectively fulfill the functions of raising qualified people. It is possible to state that the quality of students (readiness level), which is at the top of the inputs in the Turkish higher education system, is gradually decreasing. It is possible to state that among the main reasons for this decline, the Council of Higher Education (2022) removed the threshold score, which has been involved in university placement for many years and allows relatively more competent students to study at the university.

As a result of the removal of the threshold score for university placement, according to the Higher Education Program Atlas (2022), the physics course net worth of students who placed last in the physics program of Aydın Adnan Menderes, Mimar Sinan, Trakya and Erciyes universities; the chemistry course net of the students who placed last in the chemistry programs of Atatürk, Afyon Kocatepe, Sakarya and Eskişehir Osmangazi universities and the history course net of the students who placed last in the history programs of Selçuk, Düzce, Fırat and Uşak universities were negative. A system in which those who do not know physics are placed in the physics program, those who do not know chemistry, and those who do not know history are placed in the history program means a waste of public resources. In addition, some of the relatively high-esteem engineering programs, in which highly qualified students were placed in previous years, do not fill their quotas. As a matter of fact, as a result of the Higher Education Institutions Exam of 2022, it was revealed that 122,209 quotas remained vacant, in other words, there were no settlers ("106 bin öğrenci", 2022).

The cost of higher education in Turkey is mainly provided by the taxes collected from the citizens. On the one hand, students who do not have the necessary readiness to study in the undergraduate program are placed in the academy, and on the other hand, despite the existence of the quota, the large number of vacant quotas is a serious dilemma for higher education institutions, as well as a waste of public

resources. When the whole picture is examined, according to the 2021-2022 higher education statistics, a total of 8,296,959 students are enrolled in higher education institutions, of which 3,250,101 are associate degree, 4,579,047 undergraduate and 467,811 postgraduate students (Higher Education Management Information System, 2022). This huge number shows that almost one out of every ten people is enrolled in a higher education institution. It should not be forgotten that every good and positive thing in nature is functional by being dark and at an appropriate level. At a level where everything in nature should be, it is possible to express it as the optimum level, and being below or above this level will harm living things or societies, hinder their progress or create a diseased situation. Education is not exempt from this phenomenon. Just as no country in the world has unlimited resources, Turkey's resources are not unlimited, and it is a legal and ethical requirement to use the budget allocated for education most efficiently. By placing more higher education students in universities even though they are not needed in Turkey, scarce resources will be spent on more students, which in turn will lead to low-quality education and low-skilled manpower, as well as reducing expenditures per student.

If the situation described in the previous paragraph is discussed specifically for teacher training and employment, it can be stated that the situation is not encouraging at all. Of the 400,842 candidates who applied to KPSS, which is mandatory to be appointed as a teacher in public schools, in 2021, 377,352 candidates took the exam ("2021-KPSS Lisans Sınavı", 2022). According to the results announced by the Ministry of National Education (MoNE) (2022) regarding teacher appointments, the 2022 teacher appointments were made based on the results of the "KPSS" exam held in 2021. For example, while the number of candidates who took the exam in the branch of vocational courses in "imam-hatip" high schools was 38,970, the number of appointed teachers was 165 (appointment rate is 4 per thousand); While the number of candidates who took the exam in the branch of religious culture and ethics was 47,194, the number of appointed teachers was 1218 (appointment rate is below 3 per thousand); While the number of candidates who took the exam from the social studies branch was 16,878, the number of appointed teachers was 351 (appointment rate is 2.1%); While the number of candidates taking the exam from the branch of science is 17,941, the number of appointed teachers is 480, and the appointment rate is 2.7%. In the given branches, the probability of being employed in the public sector is below 3 percent. Even in the branches with the highest probability of being appointed (classroom teaching $2223 \div 20.843 = 10.66\%$; primary school mathematics $1004 \div 11.098 = 9.04\%$), the rate is around 10%. This situation, where a minimum of 10 for a teaching position and only the first among dozens of candidates in many other branches is employed and the others are disappointed, corresponds to extremely ruthless and destructive competition, as well as wasting the power, honor, and effort of the country's most valuable asset, the human being. It does nothing but do it. Putting tens of thousands of young people in education faculties and many other faculties, even though they will not be able to find a job, much higher than the need and the market, with the motive of hope, is another type of dream trade.

It is possible to deduce that serious mistakes were made in education, manpower, and employment policies since the MoNE could not meet the demands of the vast majority of teachers who demanded employment in public schools, and those who could not be employed in the public sector could not be employed in private schools with a reasonable wage. However, the 14th article of the National Education Basic Law No. 1739 (National Education Basic Law, 1973), which has the title of planning, states that education, manpower, and employment should be taken into account in the social-cultural and economic development of the country. Although it is a correct practice to finalize the pedagogical formation education certificate program by December 2020, which gives the right to teach in all branches in secondary schools affiliated to the Ministry of National Education, in the undergraduate field graduated, as if it were necessary, after the change of the minister, in the autumn of 2021. Formation education programs started to be re-opened within the education faculties of universities. Thereupon, news appeared in the media that, according to the statement of the Higher Education Institution (HEI) President, the formation program could be taken while a student ("YÖK Başkanı", 2022).

Results and Implications

It is possible to infer that the relationship between education and employment in the Turkish higher education system is not planned according to the country's resources and the quality and quantity of manpower needed by the country. The Turkish higher education system is shaped mainly by daily and populist policies, far from simulations and planning for the professions that the society will need and the manpower to be felt in these professions. Many programs in higher education (classroom education, business, finance, public administration, history, physics, etc.) are available in almost every university. Universities that wish can open programs almost unlimitedly, with sufficient physical facilities and equipment, even though they do not have qualified faculty members in the same field as the higher education program. Although all of the programs opened at the higher education level are subject to the permission of HEI, the existence of so many programs in the Turkish higher education system and the fact that the quotas are not filled show that the decisions made regarding the opening of the programs that were allowed to be opened in recent years and the programs that did not fill even half of the quota in recent years are not correct.

Especially in universities established after 2006, students continue their education in many programs that do not have sufficient physical infrastructure, equipment, and qualified faculty members. Higher education graduates, who are far from the necessary outputs and the necessary equipment, and who are in large numbers, have difficulty finding a job. Since the unemployment rate of educated youth is much higher than that of the European Union countries, there is much news in the media about young people looking for their future abroad. Based on this, the following recommendations have been developed within the scope of this study:

- The base score application, which is included in the higher education institutions exam and has been removed for university placement this year, should be reinstated.
- The quotas allocated to higher education institutions at the undergraduate level should be gradually reduced until the number of current students is reduced to half.
- Accreditation studies of associate and undergraduate programs should be accelerated and more opportunities should be given to accredited ones.
- If the number of students placed in the relevant higher education program during the last three years is less than half of the determined quota and the program is not accredited, the relevant program should be closed permanently and the teaching staff working in the departments of the closed programs should be employed in different universities.
- The opening of new programs at the undergraduate level should not be allowed unless there is a serious need and necessity.
- The mission differentiation studies of universities should be accelerated and uniformization of universities should be prevented.
- Pedagogical formation education certificate programs, which are open to everyone without any qualitative or quantitative criteria, should be given to those with higher competence among their peers, in limited numbers, within the scope of need.
- Education faculty quotas should be reduced gradually. Thus, faculty members of the education faculty could be engaged some of their time in in-service professional development activities for teachers such as thesis and non-thesis master's programs, seminars, workshops, conferences, making sample course presentations, giving feedback to the teaching teachers about their lessons, and counseling (İlğan, Aktan, Üztemur, 2022) can be used for.

Statement of Researcher

Researcher's contribution rate statement: The author's contribution rate is 100%.

Conflict statement: None

Support and thanks: None.

REFERENCES

- Akcigit, U., Hanley, D., & Stantcheva, S. (2022). Optimal taxation and R&D policies. *Econometrica*, 90(2), 645-684. <https://doi.org/10.3982/ECTA15445>
- Akyüz, Y. (2021). *Türk eğitim tarihi: M.Ö. 1000-M.S. 2021* [Turkish education history: BC. 1000-AD. 2021]. Ankara: Pegem.
- Higher Education Program Atlas. (2022). "2022 YKS yerleştirme verileri eklendi." Retrieved from <https://yokatlas.yok.gov.tr/> Access Date: 28/11/2022
- Higher Education Institution. (2022). "Üniversiteye girişte TYT ve AYT baraj puanı uygulaması kaldırıldı." Retrieved from <https://www.yok.gov.tr/Sayfalar/Haberler/2022/yok-ten-yks-ye-iliskin-kararlar.aspx> Access Date: 10/09/2022.
- Higher Education Law. (1981, 4 November). Official Newspaper (Issue: 17506). Retrieved from <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.2547.pdf> Access Date: 11/11/2022.
- Higher Education Management Information System. (2022). Öğrenim düzeyine göre öğrenci sayıları [Number of students by education level]. Retrieved from <https://istatistik.yok.gov.tr/> Access Date: 01/12/2022
- İlğan, A., Aktan, O., & Üztemur, S. (2022). Focusing on sustainable development of teachers. *Discourse and Communication for Sustainable Education*, 13(1), 17-36. <https://doi.org/10.2478/dcse-2022-0003>
- Ministry of National Education. (2022). "2022 Temmuz sözleşmeli öğretmenlik ataması alan bazlı taban puan ve atama sayısı." Retrieved from: https://personel.meb.gov.tr/meb_iys_dosyalar/2022_09/07221306_2022_temmuz_s_atama_alan_bazinda_taban_puanlar.pdf Access Date: 01/08/2022
- National Education Basic Law. (1973, 1 May). Official Newspaper (Issue: 14574). Retrieved from: <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf> Access Date: 24/10/2022
- "YÖK Başkanı." (2022). "YÖK başkanı Özvar'dan pedagojik formasyon açıklaması." Retrieved from <https://www.aa.com.tr/tr/egitim/yok-baskani-prof-dr-ozvardan-pedagojik-formasyon-aciklamasi/2756740> Access Date: 06/12/2022
- 106 bin öğrenci. (2022, 14 September). "106 bin öğrenci üniversiteye kayıt yaptırmadı." Retrieved from <https://sputniknews.com.tr/20220914/106-bin-ogrenci-universiteye-kayit-yaptirmadi-1061163982.html> Access Date: 28/09/2022
- 2021-KPSS Lisans Sınavı (2022). 2022 KPSS lisans (genel yetenek - genel kültür, eğitim bilimleri, alan bilgisi, öabt ve öabt-imam-hatip lisesi meslek dersleri öğretmenliği) oturumlara göre aday sayıları. Retrieved from: https://dokuman.osym.gov.tr/pdfdokuman/2021/KPSS/kpss_2021_sayisal_bilgiler_16092021.pdf Access Date: 01/12/2022

Author Biography

Abdurrahman İlğan, PhD, is a Professor in department of educational sciences in Izmir Demokrasi University College of Education, Turkey. His research interests include educational administration, instructional supervision, teacher professional development, instructional leadership, research methods in education, and educational statistics. Dr İlğan published a book and some international and national research papers about professional development of teachers and authored some chapters in edited books.